

## Earth and Moon

While flying in my space shuttle I can't help but unbuckle my seatbelt and move to the window. My friend, I can't believe the sight I'm flying away from - the spinning Earth! Brown, blue and white swirls cover this sphere. The brown sections are land. The dark blue parts are oceans and the white swirls are clouds that protect the Earth like a blanket.

Wow! What was that flying by? It must be a meteorite headed for the moon. The moon shines in front of me. Unlike Earth it has one color, gray. It is much smaller than the Earth and is speckled with thousands of craters that were formed by meteorites. I can't see any water or white clouds just gray and brown holes, mountains and valleys. The moon seems to be

**Student Paper #1**  
**(Third Grade Student)**  
**Title: Earth and Moon**

moving around the Earth, which is spinning like a giant top. I wonder why the two don't collide. I continue to zoom away from Earth. In my final view of Earth I see a hurricane spinning over the ocean. Watch out! As I leave the Earth and moon, I'm heading to Mars. I'll be sure to continue writing about my adventures in space.

See you soon!

**Student Paper #1  
(Third Grade Student)  
Six Traits Scores and Commentary**

**Title: “Earth and Moon”**

**Ideas and Content: [5]**

- The writer answers the prompt in a focused and clear manner.
- Specific and relevant details go beyond the obvious to support the main idea.

**Organization: [5]**

- An engaging and original introduction draws the reader into the piece and a satisfying and unique conclusion provides closure.
- Transitions are relatively smooth and sequencing is logical.
- Structure supports the content, although paragraphs are lacking.

**Voice: [5]**

- The writer addresses and interacts with the reader, “My, friend”.
- The tone is playful, interesting and appropriate for the purpose.

**Word Choice: [5]**

- The writer uses colorful language throughout the paper, for example, “swirls”, “sphere” and “speckled” are specific and original.
- Word choice enhances the meaning and accuracy of content.

**Sentence Fluency: [5]**

- Purposeful and varied sentence beginnings and lengths are creative.
- The writing is smooth and fluid. It reads effortlessly.

**Conventions: [5]**

- The writer demonstrates control over standard writing conventions, including, spelling, grammar, and punctuation.
- Errors are few. Minor proof-reading would make this piece ready to publish.

**OVERALL SCORE: [5]**

# Earth and moon

On the earth you can see the moon in the sky. The moon is gray. The earth has lots of color. The moon revolves around the earth. The earth has lots of lights and the moon has no lights. They are both a sphere and people have been on the earth and the moon. People live on the earth but no one lives on the moon because there is no air, water or food. The earth is bigger and the moon is smaller. The earth has clouds everywhere but the moon has no clouds at all. You can see the moon on the earth but you can see the earth on the moon. The moon has nothing that the earth has like rain or snow. The earth has volcanoes but the moon has no volcanoes, all because the moon is just dust in space.

**Student Paper #2  
(Third Grade Student)  
Six Traits Scores and Commentary**

**Title: “Earth and Moon”**

**Ideas and Content: [4]**

- The writer uses quality details to support the main idea.
- The topic is manageable and focused.

**Organization: [4]**

- Transitions are attempted although some of the connections are unclear and awkward.
- The paper uses compare and contrast styles appropriately for the topic.

**Voice: [2]**

- The writer is not projected into the piece.

**Word Choice: [4]**

- The writer is aware of the writing purpose and the audience.
- The chosen words make the information very clear.

**Sentence Fluency: [3]**

- There is some attempt at varying sentence beginnings.
- Most sentences are constructed in an easy flow and are complete.

**Conventions: [3]**

- The writer shows general control over standard spelling, grammar and punctuation.
- Conventions are usually handled well and enhance the flow of the writing.

**OVERALL SCORE: [3.5]**



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Student Paper #3  
(Third Grade Student)  
Title: Earth and Moon

## the Earth and moon

I have saw throu my window  
the moon and the earth. Have  
color, but the moon don't have  
color's. The moon have holes but  
the earth don't have holes. The earth  
have living a clouds but the moon  
don't have living but when you  
go the with your space ship and there  
is no clouds. The moon is all ways  
dark and the moon is the same  
size as the earth.

**Student Paper #3  
(Third Grade Student)  
Six Traits Scores and Commentary**

**Title: “Earth and Moon”**

**Ideas and Content: [1]**

- Thoughts are random, limited and occasionally inaccurate.
- The main point of the writing is not discernable.

**Organization: [2]**

- The paper has a recognizable lead but no real conclusion.
- The structure is recognizable, but it is mechanical and stiff.

**Voice: [1]**

- The writer is not concerned with the audience and speaks in a monotone and lifeless manner.

**Word Choice: [1]**

- The writer uses limited vocabulary.

**Sentence Fluency: [2]**

- The writer has sentence sense, but all sentences begin the same way.
- The text does not invite expressive oral reading.

**Conventions: [2]**

- Errors in spelling, usage, and grammar distract the reader from fully understanding the content.
- Capitalization and punctuation are generally correct.

**OVERALL SCORE: [1.5]**

### **Third Grade Writing Lesson #4 with Social Studies Prompt**

<b>Title:</b>	Good Classroom Citizens
<b>Grade:</b>	Third
<b>Core Standards:</b>	Language Arts Standard 8. Students write daily to communicate effectively for a variety of purposes and audiences. Social Studies Standard 5 Objective 1c. Work within a group to establish acceptable behaviors and experiences.
<b>Objective/Purpose:</b>	Students identify a new classroom rule and provide reasons why and how the rule will improve their classroom. The goal is to persuade the teacher to adopt the new rule.
<b>Time Required:</b>	Four or five 30-minute sessions
<b>Teacher Materials:</b>	Selected texts about citizenship, laws, and rules.
<b>Student Materials:</b>	Writing Paper Pencil T Chart

#### **What to Do:**

1. **Prewriting** (plan). Read aloud as a whole class, independently, or in student pairs, several books about citizenship, laws, and rules.
2. Explain to students that their assignment is to identify a class problem and a rule that could eliminate the problem. They need to provide reasons why the rule is needed and how it will improve their classroom.
3. Provide each student with a T Chart. Instruct them to list some current classroom rules and the reason(s) why they are necessary to maintaining a peaceful and safe classroom. Prior to asking students to create an individual T Chart, model the charting process with one class rule.
4. As a whole class, discuss students' charts. Conclude the lesson by creating a class T Chart that lists the class rules and the reasons why each rule is needed.



5. Provide students with the prompt. Ask them to create a new T Chart that lists new rule(s) they think should be established in class. Allow students time to list some reasons for establishing their new rules.
6. Students meet in small groups to share their new rules with their classmates. After receiving feedback from their peers, they select which rule they will write about.
7. **Write** (compose). Students write a paper to persuade their teacher why and how their new rule will improve their classroom.
8. **Revise** (improve). Provide time for students to meet in groups to read and discuss their papers. Following group conferences, students use group feedback to improve their drafts by adding, deleting, or reordering ideas.
9. **Edit** (proofread). With teacher guidance and support, students check their own papers and make corrections for spelling, grammar, punctuation, and capitalization. Students incorporate revisions and corrections to make a final copy.
10. **Publish** (share). Gather student papers and make a list of proposed rules. In an attempt to persuade their peers to adopt their rule, each student reads their paper to the class. Consider holding a class election to select one or two new rules to establish in the classroom.
11. Collate student papers into a handbook of classroom rules. Provide a table of contents and useful informational text features. Also provide an introduction that explains the process students went through to establish some new classroom rules.

**Writing Prompt:** Your school class has decided it is time to make some classroom improvements. As a member of your class, it is your job to identify a new classroom rule and provide reasons for why and how the rule will improve your classroom. The purpose of your paper is to persuade your teacher to adopt your rule and add it to the list of current classroom rules.

ZZZ-ZZ-ZZZZZZZ that's the sound a pencil sharpener makes. In my classroom if there is more than 1 or 2 people at the sharpener, it gets super noisy and sometimes it's impossible to hear my teacher, Mrs. Sheppard. ZZZZ, ZZZZ-ZZZ. I think it should be a rule that only 1 or 2 people are allowed to go sharpen a pencil at a time. One reason is so kids don't get pushed around when getting in line. That can cause distraction and injuries too. A sharp

pencil in the arm wouldn't feel good, would it? Another reason is waiting all day back at the sharpener takes time away from learning. It's important to have a sharp pencil but you should have more than one pencil so all this doesn't happen often. Another reason is that the garbage can would get pretty full—imagine a garbage can overflowing with old gum, paper, lunches, that stuff. This rule would help a lot to keep our room peaceful and quiet, keep kids safe and keep room 142 clean. →

Student Paper #1  
(Third Grade Student)  
Title: Good Classroom Citizens

Do you "get the point?" Hope Sully!

The End

**Student Paper #1  
(Third Grade Student)  
Six Traits Scores and Commentary**

**Title: “Good Classroom Citizens”  
“My Classroom Rule”**

**Ideas and Content: [5]**

- The ideas demonstrate insight and thought.
- The writer speaks from experience and answers the prompt in a focused and clear manner.
- Specific and relevant reasons to support the writer’s argument go beyond the obvious.

**Organization: [5]**

- An engaging and original introduction draws the reader into the piece and a unique conclusion provides closure.
- Transition words, “one reason” and “another reason”, guide the reader and provide logical sequencing.
- Structure supports the content, although paragraphs are lacking.

**Voice: [5]**

- The writer speaks directly to the reader, “would it?” and “Do you get the point?”, in a way that is both playful and persuasive.
- The tone is honest, interesting, and appropriate for the purpose.

**Word Choice: [4]**

- Vocabulary is advanced and appropriate, yet fairly general.
- Several unique phrases are refined and thoughtful.

**Sentence Fluency: [5]**

- Sentences vary in length as well as in structure.
- Connectives between sentences and thoughts show logic and provide for effortless reading.
- The writing is smooth and fluid.

**Conventions: [5]**

- The writer demonstrates control over standard writing conventions.
- Errors are few. Minor proof-reading would make this piece ready to publish.

**OVERALL SCORE: [5]**



January 11, 20

## Rules and why to keep them

by Catherine

I think we should have this rule keep things organized. So we can find things and keep our desks clean. I think another thing is that nothing would be on the floor it would be in the trash or where it belongs. I also think its a good idea because you sometimes get stressed if your like me. You should keep things organized because all of these reasons those are my reasons to keep things organized.

**Student Paper #2  
(Third Grade Student)  
Six Traits Scores and Commentary**

**Title: “Good Classroom Citizens”  
“Rules and Why to Keep Them”**

**Ideas and Content: [3]**

- The writer begins to define the topic through reasonably clear ideas.
- Development is limited and general. Content is not very detailed.

**Organization: [3]**

- There is a recognizable introduction and conclusion.
- Sequencing shows some logic.
- Structure is stiff and predictable.

**Voice: [3]**

- Writer is aware of an audience but the writing is not engaging.

**Word Choice: [3]**

- The language is functional and familiar but it lacks energy and imagination.

**Sentence Fluency: [3]**

- The writer displays general understanding of sentence structure.
- Writing is more mechanical than fluid.
- “I” is used repetitively at the beginning of sentences.

**Conventions: [3]**

- The writer shows general control over standard spelling, grammar, and punctuation.

**OVERALL SCORE: [3]**

Jessica

Student Paper #3  
(Third Grade Student)  
Title: Good Classroom Citizens

## On the playground

We need a rule for the playground because we have people that climb up the slide and don't play on the playground right. So a lot of people get hurt. If you break the rule you will have to go to the Principals office. Like don't climb up the slide. don't climb on top of the zipper. So the rule is don't climb up the equipment out side.

**Student Paper #3  
(Third Grade Student)  
Six Traits Scores and Commentary**

**Title: “Good Classroom Citizens”  
“On the Playground”**

**Ideas and Content: [3]**

- The writer begins to define the topic through reasonably clear ideas.
- Development is limited and general.
- Content is not very detailed.

**Organization: [2]**

- The piece has an introduction and a conclusion.
- Sequencing begins logically, but becomes problematic.

**Voice: [1]**

- Amount of text is so limited that it shows little personal involvement or commitment.
- The writing is humdrum and monotone.

**Word Choice: [1]**

- Words are general and unimaginative, suggesting a limited vocabulary.
- Language is used incorrectly.

**Sentence Fluency: [2]**

- Final sentence is complete. Some sentences are incomplete or rambling.
- The text does not invite expressive oral reading.

**Conventions: [2]**

- Errors in punctuation, grammar, spelling, capitalization, and usage are distracting and make the text difficult to follow.

**OVERALL SCORE: [2]**

### Third Grade Writing Lesson #5 with Social Studies Prompt

<b>Title:</b>	Family Traditions
<b>Grade:</b>	Third
<b>Core Standards:</b>	LA standard 8. Students write daily to communicate effectively for a variety of purposes and audiences. Social Studies Standard 3 Objective 1b. Identify cultural elements that emerge as communities interact: traditions.
<b>Objective/Purpose:</b>	To create a descriptive, detailed writing of a favorite family tradition.
<b>Time Required:</b>	Four or five 30-minute sessions
<b>Teacher Materials:</b>	Possible book choices: <i>Too Many Tamales</i> , Gary Soto <i>The Relatives Came</i> , Cynthia Rylant <i>Patchwork Quilt</i> , Valerie Flourney <i>In My Family</i> , Carmen Lomas Garza
<b>Student Materials:</b>	Writing Paper Pencil

#### What to Do:

1. **Prewriting** (plan). Read aloud as a whole class, independently or in student pairs several books about family traditions. Prior to reading, brainstorm and make a list of family traditions. During reading, guide students to identify the family traditions highlighted in the various books.
2. After reading, ask students to make a list of their family traditions. Encourage them to include as many as possible (e.g. recipes, meals, hobbies, holidays, games, activities, vacations, birthdays, etc.).
3. As a whole class, share students' lists of family traditions. Identify traditions that are most common and those that are most original.
4. Allow students time to review their personal list and decide which of their traditions is the most original or unique. Encourage them to focus on this tradition in their writing assignment.

5. **Write** (compose). Present students with the writing prompt. Provide a graphic organizer and model how to brainstorm details about a family tradition. Include details about who is involved, where it takes place, what happens during the tradition, how long it lasts, and why it is a tradition. Give students time to brainstorm and write.
6. **Revise** (improve). Provide time for students to meet in groups to read and discuss their descriptions. Following group conferences, students use group feedback to improve their drafts by adding, deleting, or reordering details about their traditions.
7. **Edit** (proofread). With teacher guidance and support, students check their own papers and make corrections for spelling, grammar, punctuation, and capitalization. Students incorporate revisions and corrections to make a final copy.
8. **Publish** (share). Choose a format for students to share their papers with others.

**Teacher Note:** It is appropriate to teach this lesson prior to or during the holiday season in December. Consider asking students to identify a family tradition that comes from their family's country of origin. Students can research this tradition and describe how it impacts their family. As a final product, produce a "Family Traditions" book that includes each student's tradition. Make a copy of the book for each student to take home and share with their family. Alternatively, have each student turn their written description of a unique family tradition into a pop-up book. As a special gift, they can give their pop-up book to their family.

**Writing Prompt:** Review your list of family traditions and decide which tradition is most unusual. In detail, describe this family tradition for your classmates.



# Tradition for my Grandpa

Student Paper #1  
(Third Grade Student)  
Title: Family Traditions

My family celebrates the holidays with many traditions. I have chosen to write about one tradition that is very special to me, skiing on my Grandpa's birthday, December 23<sup>rd</sup>.

This tradition is special because my grandpa died 3 years ago and skiing on the snow helps me remember him.

We go skiing with all my cousins at Solitude. When I am on the chair lift I always save a space for Grandpa. Skiing through the trees is always fun with my cousin Scott and my uncle Allen. Allen is cool because he shows us the way to big jumps!

After I ski hard, I go to the lodge to get my usual order, hot chocolate and fries. The best part of my day is when we see Santa riding on the chair lifts. He throws "jolleys" at us. "Jolleys" are little mints that you suck on.

I am happy and tired and I feel close to my grandpa at the end of my day.

**Student Paper #1  
(Third Grade Student)  
Six Traits Scores and Commentary**

**Title: “Family Traditions”  
“Tradition for My Grandpa”**

**Ideas and Content: [5]**

- This writer writes from experience in a clear and focused manner.
- Quality details, such as “died 3 years ago” and “my usual order, hot chocolate and fries” provide information that goes beyond the obvious.

**Organization: [5]**

- The writer clearly introduces and supports the topic.
- A satisfying and unique conclusion provides closure.
- Transitions are relatively smooth.
- Sequencing and placement of paragraphs is logical.

**Voice: [4]**

- The reader senses the person behind the words and feels the writer’s personal connection to the text.
- The writing is honest, sincere, and safe. More emotion would enhance the content and topic of this piece.

**Word Choice: [3]**

- Words are accurate but general. “Big jumps”, “ski hard”, “fun”, and “happy” could be elaborated or more unique.

**Sentence Fluency: [5]**

- Purposeful and varied sentence beginnings and lengths are creative.
- Creative and appropriate connectives, including phrases, make the writing smooth and fluid. It reads effortlessly.

**Conventions: [5]**

- The writer demonstrates control over standard writing conventions, including, spelling, grammar, and punctuation.
- Errors are few. A minor proof-reading would make this piece ready to publish.

**OVERALL SCORE: [4.5]**

Jennifer  
Webb

Student Paper #2  
(Third Grade Student)  
Title: Family Traditions

Go in-up on the Mountain on Thanksgiving week!

Every year on Thanksgiving week our cousins come! The next day right after breakfast we get our warm clothes on and go up on the mountain with our cousins and try to find a Christmas tree for our grandma and grandpa! But we also go build a snowforts and go sledding on the snow! We just climb to the top of the snow hill and sled down! We have so much fun going four wheeling and hike in the tall snow. When we find a Christmas tree we go to our grandma and grandpas house and have hot chocolate and have a nice nap!

**Student Paper #2  
(Third Grade Student)  
Six Traits Scores and Commentary**

**Title: “Family Traditions”  
“Going Up on the Mountain on Thanksgiving Week”**

**Ideas and Content: [4]**

- The writer speaks from experience and answers the prompt in a focused manner.
- Some details enhance the piece, but more details are needed to answer all of the reader’s questions. “We” and “mountain” could be identified.

**Organization: [3/4]**

- The writing has a recognizable introduction and reasonable conclusion.
- The writing is clear and follows a logical time-order sequence.

**Voice: [3]**

- The writing is personal, but with obvious generality.
- More precise descriptive words would make the writing more engaging.

**Word Choice: [3]**

- Words such as “fun” and “nice” are adequate and functional, but too general and lacking energy.

**Sentence Fluency: [3]**

- Pacing is pleasant, but all sentences end with exclamations.
- The sentence beginning with “But” is awkward.

**Conventions: [3]**

- The writer shows reasonable control over writing conventions. Some errors in usage and grammar are distracting.
- Most spelling is correct.
- Moderate editing is required to polish the piece for publishing.

**OVERALL SCORE: [3]**

Student Paper #3  
(Third Grade Student)  
Title: Family Traditions

Game The Family Games

We have fun on Christmas and we play games  
and we go buy presents and we go to  
jump in the snow and have fun in the  
snow and we have Hot coat and go play  
with my dog and it is fun Buying  
presents is cool and I'm Happy when  
we go shopping it is fun and we go Home  
and have a rather part and we have  
a big dinner and play game we have  
a Snow Ball fight with are family and  
it is fun

By [Signature]

**Student Paper #3  
(Third Grade Student)  
Six Traits Scores and Commentary**

**Title: “Family Traditions”  
“The Family Games”**

**Ideas and Content: [2]**

- A theme begins to emerge, but the details are sketchy and lead the reader to make inferences.
- The writing is repetitious and obvious.

**Organization: [1]**

- The writing lacks all internal organization. There is no real introduction, conclusion, or main point.

**Voice: [1]**

- Although the writer speaks from personal experience, the writing is lifeless and monotone.

**Word Choice: [2]**

- The words are nondescript and reflect a limited expressive vocabulary.
- Words and phrases are repetitive: “fun”, “we have”, “play games”, and “buy presents”.

**Sentence Fluency: [2]**

- An endless string of the connective “and” makes this piece one sentence.

**Conventions: [1]**

- Errors in spelling, punctuation, capitalization, usage, and grammar distract the reader and make the text difficult to read.
- Extensive editing would be required to polish the text for publishing.

**OVERALL SCORE: [2]**